

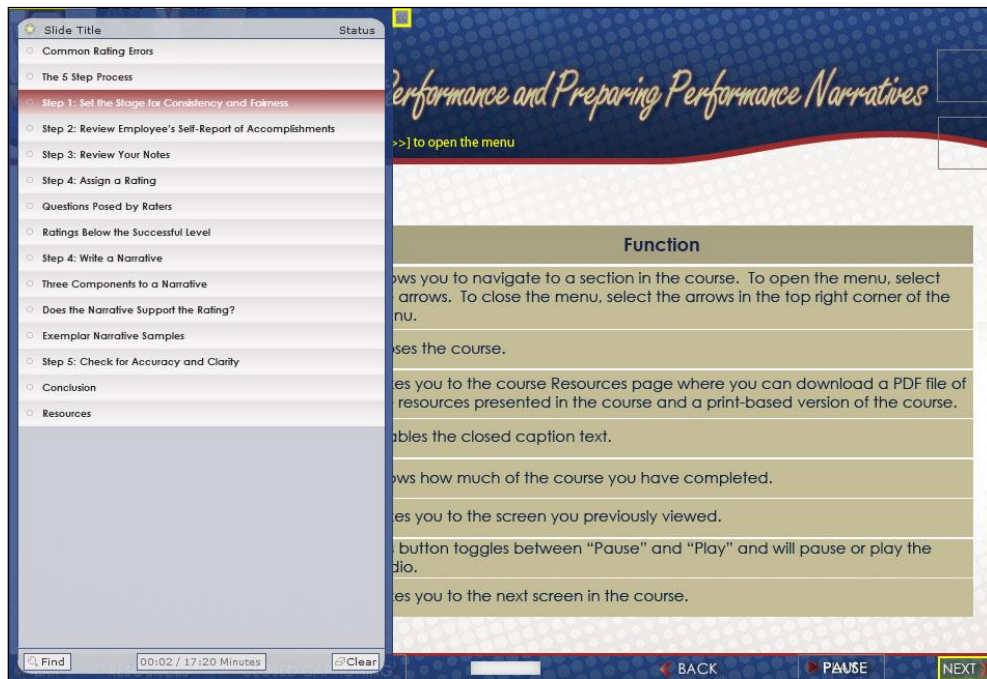
## How to Rate Performance & Write an Effective Narrative

### Screen 1:



**Narrator:** Welcome to *Evaluating Performance and Preparing Performance Narratives*. Select the “Navigation Tutorial” button to learn how to navigate throughout the course. Otherwise, select the “Next” button and we’ll begin.

### Screen 2:



**Narrator:** The menu button is in the top left corner of the screen. To open the menu, select the arrows. Within the menu you will see a list of each section in the course. To open a particular section, select the section title. The course will then advance to that section. To close the menu, select the arrows in the top right corner of the menu. The rest of the navigation buttons are along the bottom of the screen. Take a moment to review the information in the table to learn the functionality of these buttons. When you are done, select the “Next” button to begin the course.

### Screen 3:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

Do any of these rating errors sound familiar?

- Central Tendency
- Contrast
- First Impression
- Halo
- Leniency
- Recency
- Overemphasizing Positive or Negative Performance
- Similar to me
- Stereotyping

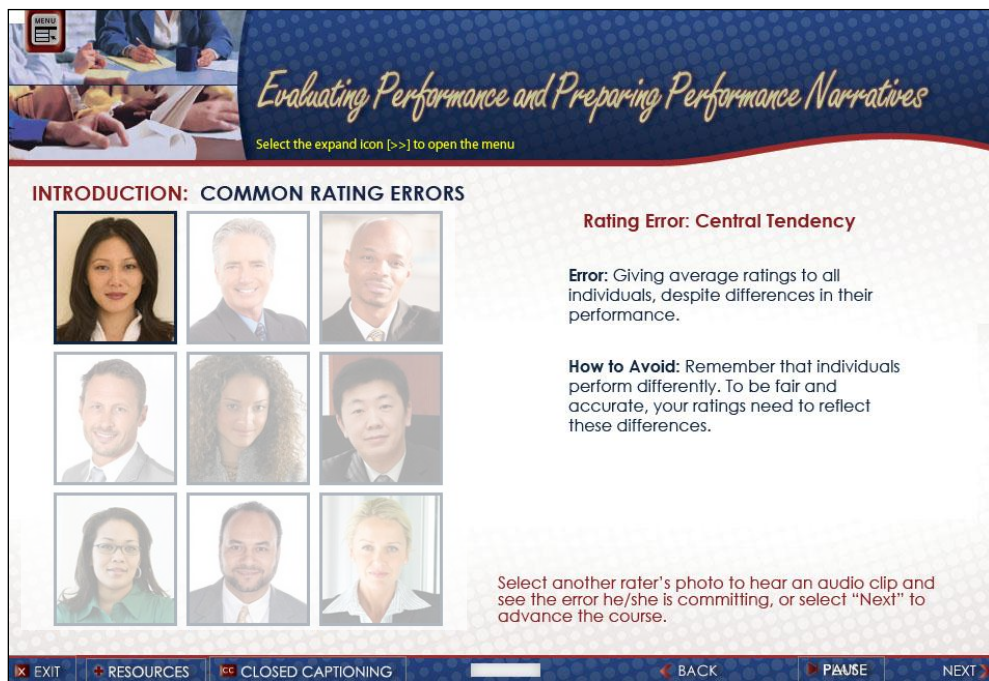
Select each rater's photo to hear an audio clip and see the error he/she is committing.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** We're going to start today by looking at a number of common rating errors and how you can avoid them. Most raters have good intentions when making their ratings and want to be fair to their employees, but are surprised to learn that in some cases their good intentions are doing more harm than good.

Let's look at a few examples. Select each rater's photo to hear an audio clip and see the error he/she is committing. After you have selected each photo and listened to the audio clip, select the "Next" button.

### Screen 4:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Central Tendency**

**Error:** Giving average ratings to all individuals, despite differences in their performance.

**How to Avoid:** Remember that individuals perform differently. To be fair and accurate, your ratings need to reflect these differences.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

#### Audio clip (read by rater):

"My team has really pulled together and worked hard to reach our goals. Everyone has done a great job pulling their weight and deserves a 4."

## Screen 5:

**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Contrast**

**Error:** Basing ratings of an individual on a comparison of that individual to others rather than the performance standards.

**How to Avoid:** Ensure that assigned ratings are based on performance standards, not relative comparisons between employees.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CC CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"There's a night and day difference between Maria's reports and Julian's reports. Compared to Julian, Maria is definitely a 5 in Communication."

## Screen 6:

**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: First Impression**

**Error:** Basing ratings on performance exhibited early on rather than on performance exhibited throughout the cycle.

**How to Avoid:** Consider performance from the entire performance cycle, not just first impressions.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CC CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"The whole fiasco at the beginning of the rating period when Jose sent the wrong report to the customer was really a mess. I've never seen the customer so mad. I'll give Jose a 2."

## Screen 7:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Halo**

**Error:** Ratings on multiple competencies are based on an overall impression (either positive or negative) rather than on the individual's performance relative to each performance area.

**How to Avoid:** Evaluate an individual's performance in each rating area separately. Don't let performance in one area influence your ratings of other areas.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"Pasha is the most technical savvy employee I have. I don't know what I'd do without her. I'll give her 5s across the board."

## Screen 8:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Leniency**

**Error:** Giving unnecessarily lenient (or harsh) ratings to individuals.

**How to Avoid:** Carefully read the performance standards and work with other managers to ensure you are applying them consistently and fairly across employees.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"Jatara is an outstanding employee most of the time. I know it has been a rough year for her. First her husband deployed, and then her mother died. I'm not going to give her one more thing to worry about by giving her a low rating. Next year will be better, I'm sure."

## Screen 9:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Overemphasizing Positive or Negative Performance**

**Error:** Relying too heavily on either the positive or negative aspects of an individual's performance when assigning ratings.

**How to Avoid:** Equally consider all aspects of an employee's performance, both positive and negative. There is a tendency for raters to consider positive performance to a much greater extent than negative performance, thus resulting in a higher rating than earned.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"Our customer is still talking about the great statistical report Leon whipped together in record time three years ago. Leon is definitely a 5 in Critical Thinking."

## Screen 10:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Recency**

**Error:** Basing ratings on recent performance rather than on performance exhibited throughout the cycle.

**How to Avoid:** Consider performance from the entire performance cycle, not just recent events. Keep notes of critical performance incidents throughout the year so your final rating accurately reflects them.

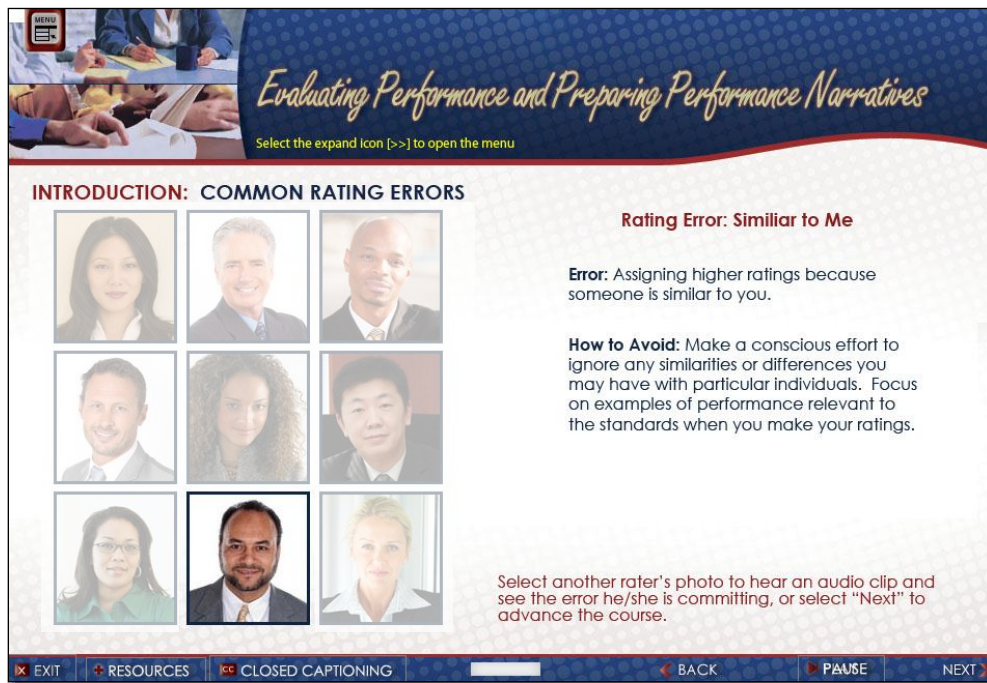
Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"The way Janelle conducted our last customer brief was outstanding. She deserves a 5, no question."

## Screen 11:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Similar to Me**

**Error:** Assigning higher ratings because someone is similar to you.

**How to Avoid:** Make a conscious effort to ignore any similarities or differences you may have with particular individuals. Focus on examples of performance relevant to the standards when you make your ratings.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater)

"Devon deserves a 5. Besides, I wouldn't expect anything less from a fellow Penn State graduate."

## Screen 12:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**INTRODUCTION: COMMON RATING ERRORS**

**Rating Error: Stereotyping**

**Error:** Basing ratings of an individual on membership (e.g., ethnicity, gender, religion) rather than on performance.

**How to Avoid:** Be aware of the stereotypes that you hold about different groups and make a conscious effort to ignore your stereotypes when assigning performance ratings.

Select another rater's photo to hear an audio clip and see the error he/she is committing, or select "Next" to advance the course.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

### Audio clip (read by rater):

"Max did alright for someone his age, definitely better than I thought he would. I'll give him a 4."

Screen 13:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: 5-STEP PROCESS**

Good Intentions  
≠  
Fair and Consistent Ratings

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Can you think of a time when someone committed one or more of the errors we just heard? Again, intentions may have been good, but good intentions do not necessarily correlate with fair and consistent ratings.

Screen 14:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

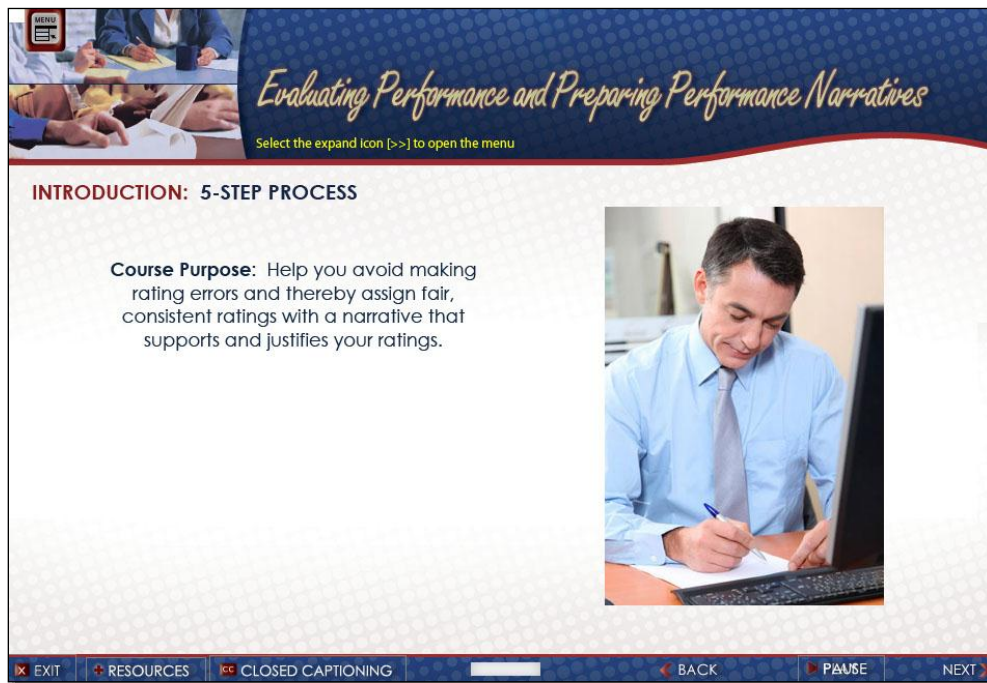
**INTRODUCTION: 5-STEP PROCESS**

When ratings are unfair and inconsistent, good intentions will not solve a rating dispute.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** And, in the end, when ratings are unfair and inconsistent, good intentions will not solve a rating dispute.

Screen 15:




**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: 5-STEP PROCESS**

**Course Purpose:** Help you avoid making rating errors and thereby assign fair, consistent ratings with a narrative that supports and justifies your ratings.



EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The focus of this course is to help you avoid making rating errors and thereby assign fair, consistent ratings with a narrative that supports and justifies your ratings.

Screen 16:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: 5-STEP PROCESS**

**5-Step Process: Assign a Rating and Write a Narrative**

- Step 1 - Set the Stage for Consistency and Fairness
- Step 2 - Review Employee's Self -Reports of Accomplishments
- Step 3 - Review your Notes
- Step 4 - Assign a Rating and Write a Narrative
- Step 5 - Check for Accuracy and Clarity

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** To help you achieve this, we have created a simple five-step process. On the next few pages we'll walk through each step. For now, read through each step, and then select the "Next" button when you are done.

## Screen 17:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**INTRODUCTION: 5-STEP PROCESS**

**Performance Rating & Narrative Checklist**

Time Saving Tip: Gather the following items prior to assigning an employee a rating and/or write a corresponding narrative.

**Important**

- ☐ Your employee's performance objectives
- ☐ IC Performance Standards document to help you review applicable element and standards definitions
- ☐ Notes pertaining to organization or Agency rating criteria
- ☐ Your employee's self-report of accomplishments
- ☐ Your notes pertaining to employee performance and results

**Recommended**

- ☐ Common Rating Errors and How to Avoid Them job aid
- ☐ Performance Objectives and Element Rating Descriptors job aid
- ☐ Ratings and General Standards job aid
- ☐ Rating Terminology job aid

\* To download the job aids, select the "Resources" button within the course "How to Rate Performance and Write an Effective Narrative."

Select the checklist to download a copy.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Before we look at step 1 in the 5-step process, take a moment to download the *Performance Rating and Narrative Checklist*. This checklist is designed to save you time by identifying the items you'll most likely need when assigning a rating and writing a narrative. Select the checklist to download a copy. When you are done, select the "Next" button.

## Screen 18:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 1: SET THE STAGE FOR CONSISTENCY & FAIRNESS**

**Set the Stage for Consistency and Fairness:**

Part 1 - Review your employee's performance objectives along with the definitions for applicable elements and standards.

IC Performance Standards

ICD 651

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The first step in our process is to set the stage for consistency and fairness. There are two parts to achieving this step. The first part is to review your employee's performance objectives along with the definitions for applicable elements and standards. Select the "IC Performance Standards" button to download a copy of the elements and standards. Select the "ICD 651" button to familiarize yourself with the overarching policy.

**Screen 19:**



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 1: SET THE STAGE FOR CONSISTENCY & FAIRNESS**

**Set the Stage for Consistency and Fairness:**

Part 1 - Review your employee's performance objectives along with the definitions for applicable elements and standards.

Part 2 - Converse with other raters in your department and your reviewer to ensure you are all interpreting and applying the standards consistently across employees.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The second part is to converse with other rater's in your department and your reviewer to ensure you are all interpreting and applying the standards consistently across employees.

**Screen 20:**



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 1: SET THE STAGE FOR CONSISTENCY & FAIRNESS**

What I don't understand is why my ratings are so different from the ratings my friends earned when we are in the same department and we do the exact same job. We just have different raters. I work as hard, if not harder, than they do, and yet, my ratings are lower.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** It's important to note that if you are unfamiliar with how other raters in your department are applying the standards, it is highly unlikely that your employees will have a consistent rating with other employees doing a similar job within the department.

## Screen 21:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 1: SET THE STAGE FOR CONSISTENCY & FAIRNESS**

**Employees' Top Concerns:**

1. They want to know they are being treated the same as their peers.
2. They want to know the standards are not only fair, but achievable.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Studies show that the two top concerns for employees in a performance management system is that one, they are being rated consistently and fairly in relation to their peers and that two, the standards they are being held to are not only fair, but achievable. Thus, the time you spend ensuring you and your fellow raters are on the same page will go a long ways towards employee job satisfaction and harmony in your department.

## Screen 22:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 1: SET THE STAGE FOR CONSISTENCY & FAIRNESS**


**Points to discuss when you meet with the other raters in your department:**

1. Identify how you can build on where your team has been performing well over the course of the performance evaluation period.
2. Determine what changes need to be made during the next performance evaluation period.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** In addition to ensuring you are interpreting and applying the standards consistently, when you meet with the other raters in your department, this is a good time to build on where your team has been performing well over the course of the performance evaluation period and determine what changes need to be made during the next performance evaluation period. You will have the most success throughout the Performance Management Cycle if you view it from an ongoing, continuous improvement perspective and use the data from the past to inform and improve the next performance evaluation period.

### Screen 23:




**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 2: REVIEW EMPLOYEE'S SELF-REPORT OF ACCOMPLISHMENTS**

**Self-report of Accomplishments is a valuable resource.**

1. It gives you insight pertaining to the rating your employee feels he/she has earned.
2. Your employee may have included accomplishments that you didn't record in your own notes, but that should be considered when you select your rating.
3. It can be helpful in providing a structure for your narrative.



EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The second step in our five-step process is to review your employee's Self-Report of Accomplishments. This report is a great resource for a number of reasons. First, it gives you insight pertaining to the rating your employee feels he/she has earned. Second, your employee may have included accomplishments that you didn't record in your own notes, but that should be considered when you select your rating. And finally, the self-report can be helpful in providing a structure for your narrative.

### Screen 24:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 2: REVIEW EMPLOYEE'S SELF-REPORT OF ACCOMPLISHMENTS**



Will you please tell me more about the work you did on the Hansen project? I noticed you mentioned it in your self-report and I want to make sure I have the right details.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** As you review your employee's Self-Report of Accomplishments if there is anything you are unclear about, ask your employee for clarification. Your employee will appreciate the efforts you make to ensure you have all applicable data before making your rating.

Screen 25:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 3: REVIEW YOUR NOTES**

As you review your notes, consider your employee's relevant **performance behavior and results**.



EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The third step in our process is to review your notes pertaining to your employee's relevant performance behavior and results.

Screen 26:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 3: REVIEW YOUR NOTES**

As you consider your employee's **performance behavior and results include:**

1. Positive and negative examples, where appropriate.
2. Examples that occurred **throughout** the performance evaluation period.
3. Examples from the **current** performance evaluation period.



EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** As you consider these, it is important to include both positive and negative examples, as appropriate. You'll also want to include examples that occurred throughout the performance evaluation period, and not just focus on one instance. Additionally, be certain to only include examples from the current performance evaluation period.

**Screen 27:**

 *Evaluating Performance and Preparing Performance Narratives*  
Select the expand icon [ >> ] to open the menu

**STEP 3: REVIEW YOUR NOTES**





**Narrator:** No matter how heroic or disastrous the example may be, do not include examples from a previous performance evaluation period.

Let's look at an example of a rater reviewing her employee's behavior and performance results.

**Screen 28:**

 *Evaluating Performance and Preparing Performance Narratives*  
Select the expand icon [ >> ] to open the menu

**STEP 3: REVIEW YOUR NOTES**



Claire, an IC Rater

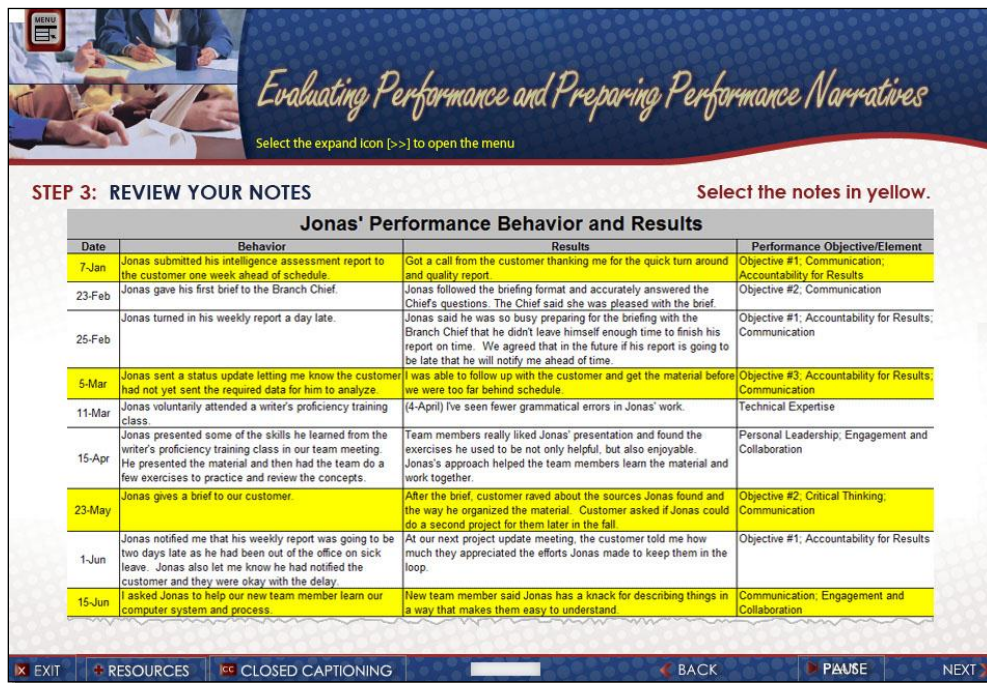


Jonas, an Analyst at the Full Performance work level

**Narrator:** Claire, an IC rater, is reviewing her notes as she prepares to rate Jonas, an Analyst at the Full Performance work level.

## Screen 29:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 3: REVIEW YOUR NOTES** Select the notes in yellow.

Date	Behavior	Results	Performance Objective/Element
7-Jan	Jonas submitted his intelligence assessment report to the customer one week ahead of schedule.	Got a call from the customer thanking me for the quick turn around and quality report.	Objective #1, Communication; Accountability for Results
23-Feb	Jonas gave his first brief to the Branch Chief.	Jonas followed the briefing format and accurately answered the Chief's questions. The Chief said she was pleased with the brief.	Objective #2, Communication
25-Feb	Jonas turned in his weekly report a day late.	Jonas said he was so busy preparing for the briefing with the Branch Chief that he didn't leave himself enough time to finish his report on time. We agreed that in the future if his report is going to be late that he will notify me ahead of time.	Objective #1, Accountability for Results; Communication
5-Mar	Jonas sent a status update letting me know the customer had not yet sent the required data for him to analyze.	I was able to follow up with the customer and get the material before we were too far behind schedule.	Objective #3, Accountability for Results; Communication
11-Mar	Jonas voluntarily attended a writer's proficiency training class.	(4-April) I've seen fewer grammatical errors in Jonas' work.	Technical Expertise
15-Apr	Jonas presented some of the skills he learned from the writer's proficiency training class in our team meeting. He presented the material and then had the team do a few exercises to practice and review the concepts.	Team members really liked Jonas' presentation and found the exercises he used to be not only helpful, but also enjoyable. Jonas' approach helped the team members learn the material and work together.	Personal Leadership; Engagement and Collaboration
23-May	Jonas gives a brief to our customer.	After the brief, customer raved about the sources Jonas found and the way he organized the material. Customer asked if Jonas could do a second project for them later in the fall.	Objective #2, Critical Thinking; Communication
1-Jun	Jonas notified me that his weekly report was going to be two days late as he had been out of the office on sick leave. Jonas also let me know he had notified the customer and they were okay with the delay.	At our next project update meeting, the customer told me how much they appreciated the efforts Jonas made to keep them in the loop.	Objective #1, Accountability for Results
15-Jun	I asked Jonas to help our new team member learn our computer system and process.	New team member said Jonas has a knack for describing things in a way that makes them easy to understand.	Communication; Engagement and Collaboration

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Claire has included entries pertaining to various performance events and the corresponding results throughout the performance evaluation period. You can see a portion of her notes. The notes highlighted in yellow are hyperlinks. Select these notes to see or hear a snapshot of the performance Claire observed.

## Screen 30:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**CLAIRE'S NOTES FOR 7-JANUARY** Return to Claire's Notes

U.S. ARMY

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

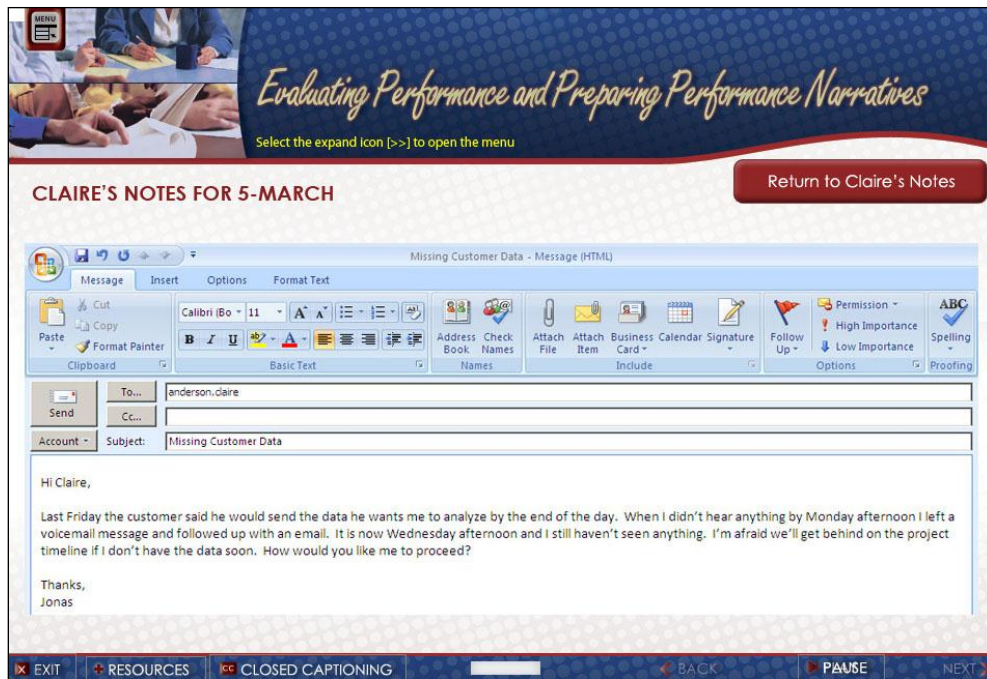
**Narrator:** When the video ends, select the "Return to Claire's Notes" button.

## Video Script:

**Setting:** Claire, Jonas's supervisor, is sitting at her desk working. Her phone rings and Claire answers it. We only hear one side of the conversation.

**Claire:** Good morning, this is Claire (*listens to the other person talk*). Well hello, Robbie. (*listens*) Yes, I'm good. And you? (*listens; happily replies*) Thanks for letting me know! I'll certainly tell Jonas how much you appreciated the quick turn around on your report. (*listens*) Yes, Jonas does quality work. I'm happy to hear how pleased you are with his report. (*listens; enthusiastically replies*) Absolutely we'd be interested in talking about additional projects.... *Video fades out.*

**Screen 31:**



**Narrator:** Review the email that Claire received from Jonas on March 5<sup>th</sup>. When you are done, select the “Return to Claire’s Notes” button.

**Screen 32:**



**Narrator:** When the video ends, select the “Return to Claire’s Notes” button.

### Video Script:

**Setting:** Jonas is standing at the front of a conference room giving a brief. He has notes on the table in front of him. There is a screen or whiteboard to the side of Jonas. A PowerPoint slide with the word “Questions?” is in the center of the screen. There are 4 to 5 people seated around the table. Claire and the “Customer” are two of the people sitting at the table. At the conclusion of the brief, the Customer, Claire, and Jonas have a short conversation.

**Jonas:** Are there any additional questions? *(pauses to look at audience)*

*Audience members glance at each other and softly shake their heads back and forth.*

**Jonas:** As there are no additional questions, this concludes my brief. Thank you for your time today.

*Audience members gather their belongings, get up from their chairs, and start talking to each other. Claire and another audience member, the “Customer,” approach Jonas who is at the front of the room gathering his notes.*

**Customer:** *(enthusiastically)* Well done, Jonas! *(shakes Jonas’ hand)*

**Jonas:** *(smiles)* Well, thank you.

**Customer:** *(enthusiastically)* I am really impressed with the sources you found in your research. And, your pattern analysis is brilliant! Simply Brilliant! I’m excited to get this information to the guys down range.

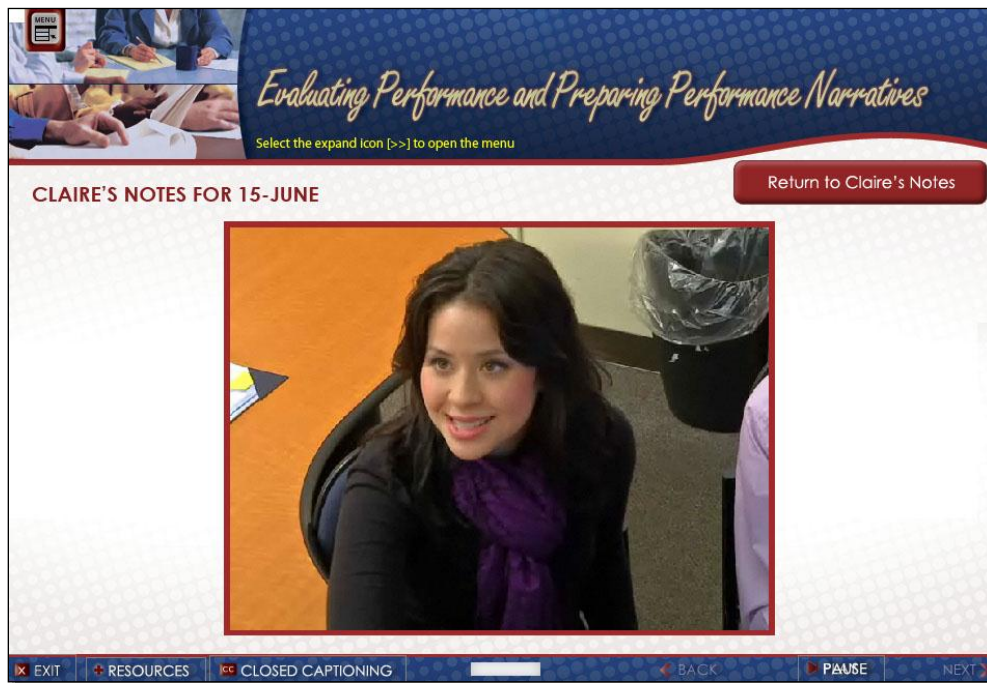
**Jonas:** *(smiles)* I’m happy to hear the information is what you need.

**Customer:** Oh, absolutely. In fact, *(looks at Claire)* I know I’m throwing this on you unexpectedly but, we’ve got another project that will start in the fall. If possible, I’d like to have Jonas work on it as it will need someone like him who has a talent for identifying patterns and connecting dots. Can we arrange a time to talk more about this?

**Claire:** *(surprised and happy)* Well, of course. *(Gives a quick glance at Jonas who is smiling and nodding in approval.)* We’d be happy to set a time to talk about your project. When is a good time for you?

**Customer:** *(pulls out pocket calendar and looks at his/her schedule)* Let’s see, I’m open on...*video fades out.*

**Screen 33:**



**Narrator:** When the video ends, select the “Return to Claire’s Notes” button.

**Video Script:**

**Setting:** Jonas is sitting next to another business person (representing a new team member). Jonas and the new employee are sitting in front of a computer. Jonas is pointing to an item on the screen and giving an explanation. Claire walks up to Jonas and the new team member to see how things are going.

**Jonas:** *(points to an area on the computer screen)* This link will open a menu where you can access any files that you previously saved to the database.

*Claire walks up behind Jonas and the New Team Member while Jonas is talking.*

**New Team Member:** Such as a weekly report?

**Jonas:** *(smiles)* Right. *(Turns slightly and notices Claire is standing behind them.)* Oh, hi Claire. *(New Team Member turns to look at Claire as well.)*

**Claire:** Hi. I didn’t mean to interrupt. I just wanted to check in and see how things are going.

**New Team Member:** *(happy)* Okay! The system is starting to make sense. *(glances from Claire to Jonas)* Thanks to Jonas. He has a knack for describing things in a way that makes it easy to understand.

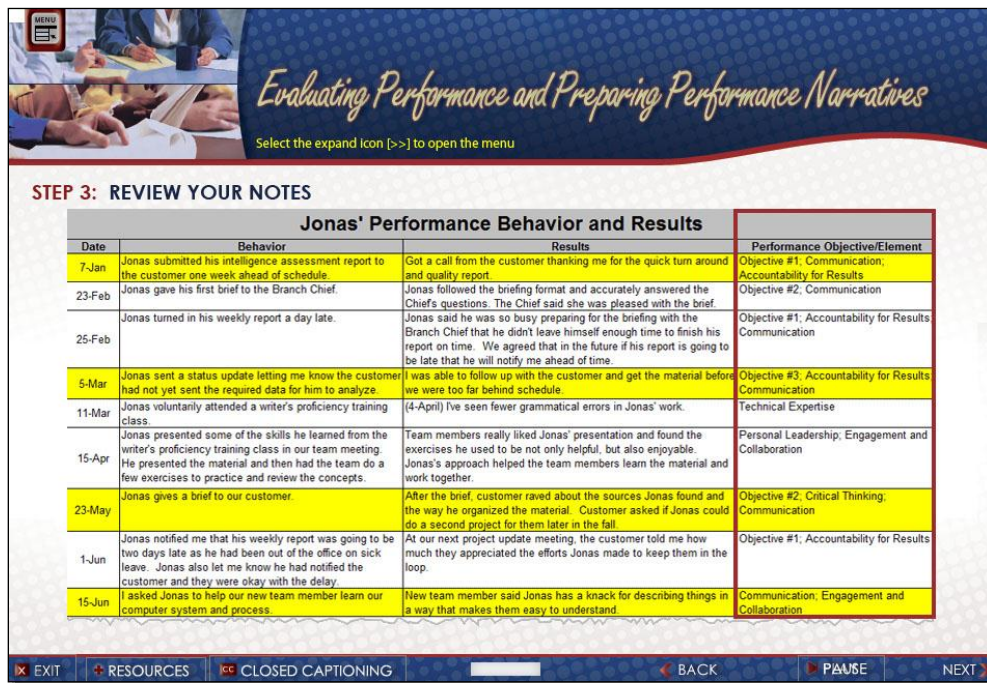
**Jonas:** *(slightly embarrassed)* I’m glad I could help.

**Claire:** *(smiles)* Good to hear things are going well. I’ll let you guys continue.

*Claire turns to walk away; Jonas and New Team Member turn back to the computer.*

**Jonas:** *(points to a section on the computer screen)* The link on the far right will...video fades out.

## Screen 34:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

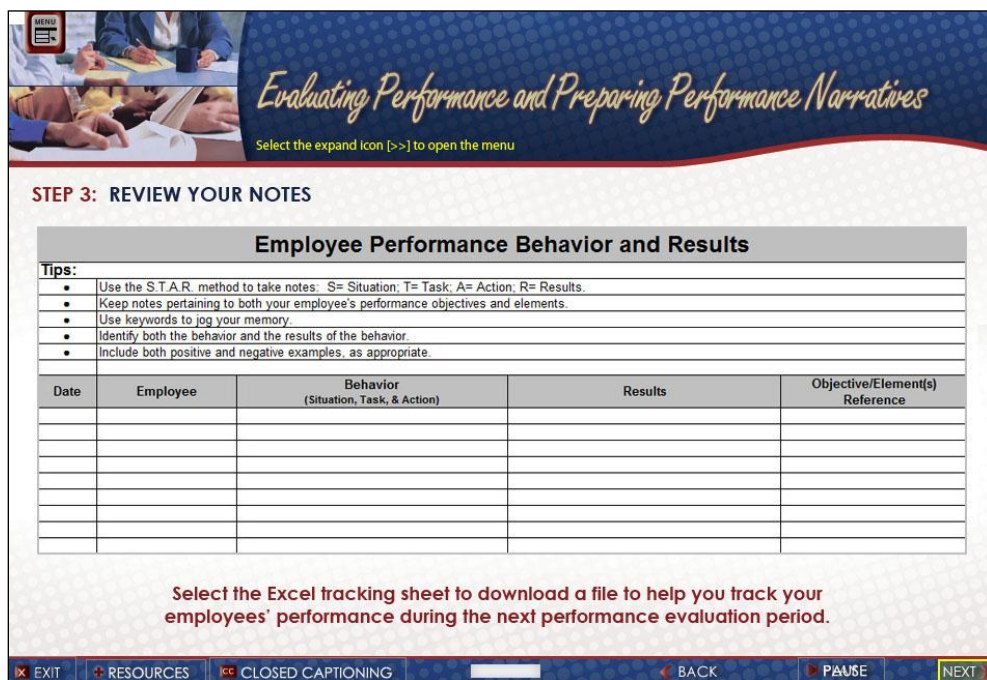
**STEP 3: REVIEW YOUR NOTES**

Jonas' Performance Behavior and Results			
Date	Behavior	Results	Performance Objective/Element
7-Jan	Jonas submitted his intelligence assessment report to the customer one week ahead of schedule.	Got a call from the customer thanking me for the quick turn around and quality report.	Objective #1, Communication; Accountability for Results
23-Feb	Jonas gave his first brief to the Branch Chief.	Jonas followed the briefing format and accurately answered the Chief's questions. The Chief said she was pleased with the brief.	Objective #2, Communication
25-Feb	Jonas turned in his weekly report a day late.	Jonas said he was so busy preparing for the briefing with the Branch Chief that he didn't leave himself enough time to finish his report on time. We agreed that in the future if his report is going to be late that he will notify me ahead of time.	Objective #1, Accountability for Results; Communication
5-Mar	Jonas sent a status update letting me know the customer had not yet sent the required data for him to analyze.	I was able to follow up with the customer and get the material before we were too far behind schedule.	Objective #3, Accountability for Results; Communication
11-Mar	Jonas voluntarily attended a writer's proficiency training class.	(4-April) I've seen fewer grammatical errors in Jonas' work.	Technical Expertise
15-Apr	Jonas presented some of the skills he learned from the writer's proficiency training class in our team meeting. He presented the material and then had the team do a few exercises to practice and review the concepts.	Team members really liked Jonas' presentation and found the exercises he used to be not only helpful, but also enjoyable. Jonas's approach helped the team members learn the material and work together.	Personal Leadership, Engagement and Collaboration
23-May	Jonas gives a brief to our customer.	After the brief, customer raved about the sources Jonas found and the way he organized the material. Customer asked if Jonas could do a second project for them later in the fall.	Objective #2, Critical Thinking; Communication
1-Jun	Jonas notified me that his weekly report was going to be two days late as he had been out of the office on sick leave. Jonas also let me know he had notified the customer and they were okay with the delay.	At our next project update meeting, the customer told me how much they appreciated the efforts Jonas made to keep them in the loop.	Objective #1, Accountability for Results
15-Jun	Jonas asked me to help our new team member learn our computer system and process.	New team member said Jonas has a knack for describing things in a way that makes them easy to understand.	Communication, Engagement and Collaboration

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Did you notice that Claire included examples in her notes that pertain to each of the performance elements? Granted you only saw a portion of Claire's notes, but the more you can tie behavior examples in your own notes directly to the elements and/or objectives you'll be rating, the easier it will be to accomplish our next step which is to assign a rating and write the corresponding narrative.

## Screen 35:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 3: REVIEW YOUR NOTES**

Employee Performance Behavior and Results				
Date	Employee	Behavior (Situation, Task, & Action)	Results	Objective/Element(s) Reference

**Tips:**


- Use the S.T.A.R. method to take notes: S= Situation; T= Task; A= Action; R= Results.
- Keep notes pertaining to both your employee's performance objectives and elements.
- Use keywords to jog your memory.
- Identify both the behavior and the results of the behavior.
- Include both positive and negative examples, as appropriate.

Select the Excel tracking sheet to download a file to help you track your employees' performance during the next performance evaluation period.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** As a side note, you can download a file similar to the tracking sheet Claire used to help you track your own employees' performance during the next performance evaluation period. If you'd like to do this, select the Excel sheet to download the file.

Screen 36:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

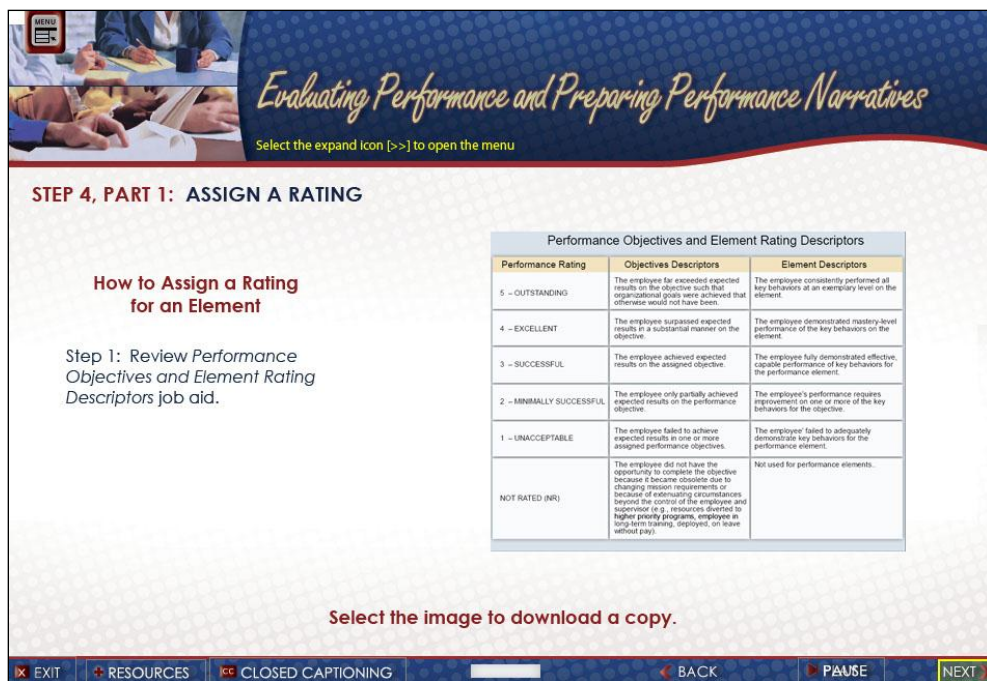
**STEP 4, PART 1: ASSIGN A RATING**

Hmm...how should I rate Molly on the Communication element?

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Part 1 of Step 4 is how to assign a rating. We'll discuss how to assign a rating to an element first, and then we'll look at how to assign a rating to a performance objective. Suppose you are going to rate your employee, Molly, on the Communication element.

Screen 37:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

**How to Assign a Rating for an Element**

Step 1: Review *Performance Objectives and Element Rating Descriptors* job aid.

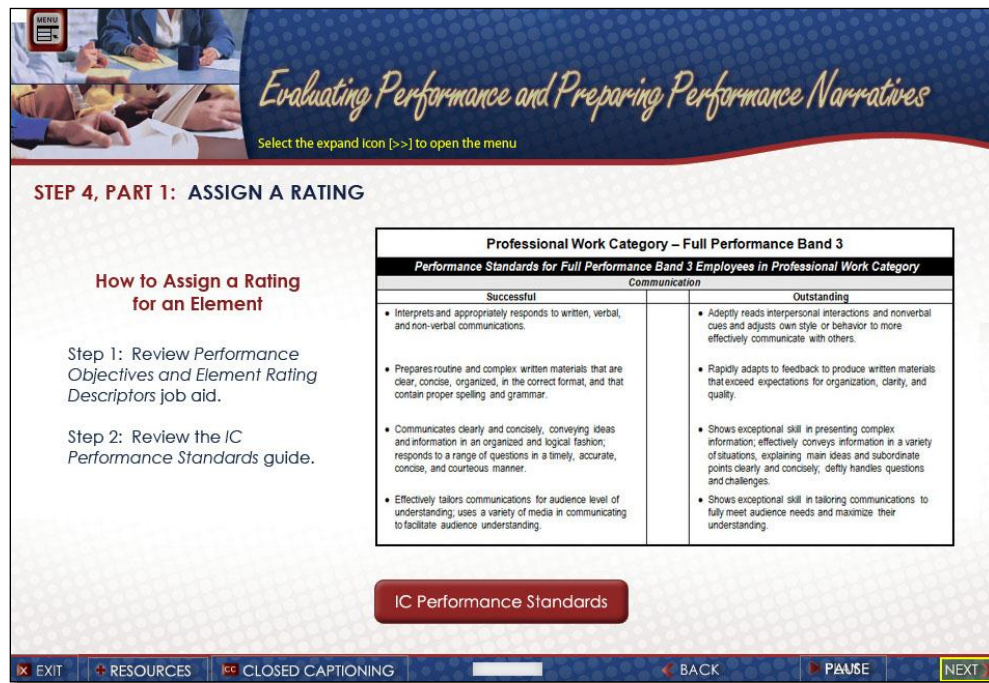
Performance Rating	Objectives Descriptors	Element Descriptors
5 – OUTSTANDING	The employee far exceeded expected results on the objective such that organizational goals were achieved that otherwise would not have been.	The employee consistently performed all key behaviors at an exemplary level on the element.
4 – EXCELLENT	The employee surpassed expected results in a substantial manner on the objective.	The employee demonstrated mastery-level performance of the key behaviors on the element.
3 – SUCCESSFUL	The employee achieved expected results on the assigned objective.	The employee fully demonstrated effective, capable performance of key behaviors for the performance element.
2 – MINIMALLY SUCCESSFUL	The employee only partially achieved expected results on the performance objective.	The employee's performance requires improvement on one or more of the key behaviors for the objective.
1 – UNACCEPTABLE	The employee failed to achieve expected results in one or more assigned performance objectives.	The employee failed to adequately demonstrate key behaviors for the performance element.
NOT RATED (NR)	The employee did not have the opportunity to complete the objective because it became obsolete due to changing mission requirements or because of extenuating circumstances beyond the control of the employee and supervisor (e.g., resources diverted to higher priority programs, employee in long-term training, employee on leave without pay).	Not used for performance elements.

Select the image to download a copy.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The first step is to review the *Performance Objectives and Element Rating Descriptors* job aid. Select the image to download a copy.

**Screen 38:**



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

**How to Assign a Rating for an Element**

Step 1: Review *Performance Objectives and Element Rating Descriptors* job aid.

Step 2: Review the *IC Performance Standards* guide.

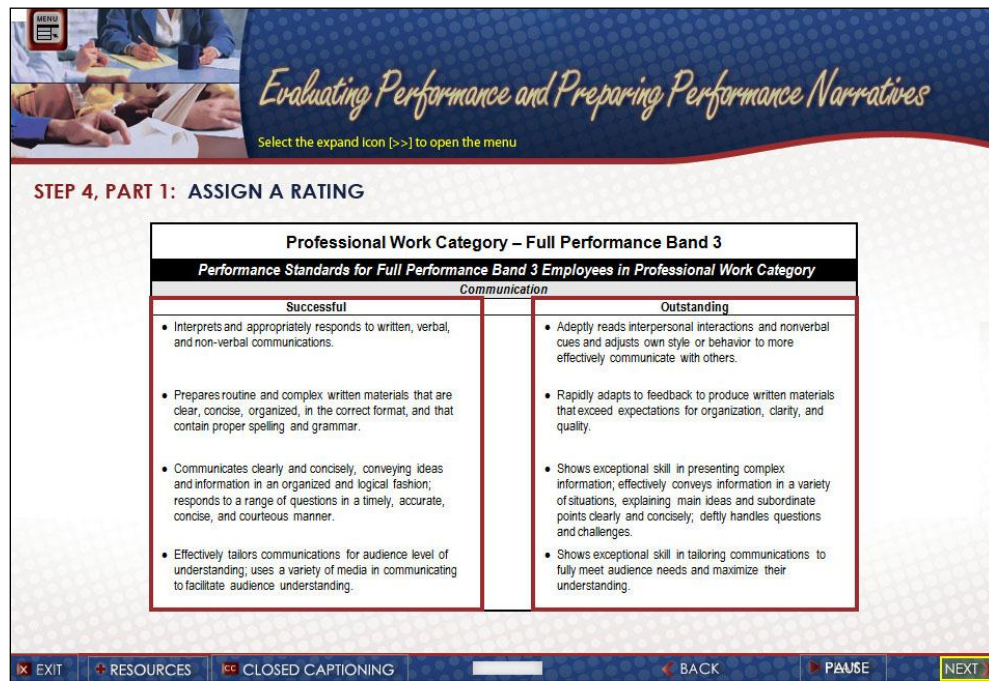
Professional Work Category – Full Performance Band 3	
Performance Standards for Full Performance Band 3 Employees in Professional Work Category	
Communication	
Successful	Outstanding
<ul style="list-style-type: none"> <li>Interprets and appropriately responds to written, verbal, and non-verbal communications.</li> <li>Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.</li> <li>Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.</li> <li>Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.</li> <li>Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.</li> <li>Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely, deftly handles questions and challenges.</li> <li>Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.</li> </ul>

IC Performance Standards

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The second step is to find the Communication standards in the *IC Performance Standards* guide for Molly's work category and level. In this example, we'll assume Molly is in the Professional work category and is at the Full Performance work level. To download a copy of the *IC Performance Standards* guide, select the button.

**Screen 39:**



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

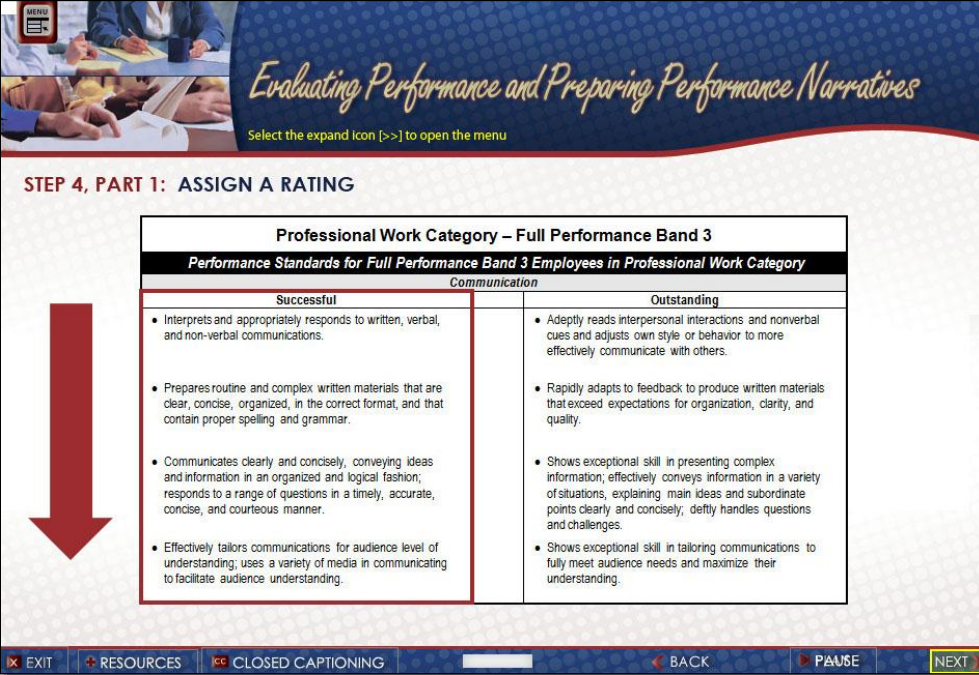
**STEP 4, PART 1: ASSIGN A RATING**

Professional Work Category – Full Performance Band 3	
Performance Standards for Full Performance Band 3 Employees in Professional Work Category	
Communication	
Successful	Outstanding
<ul style="list-style-type: none"> <li>Interprets and appropriately responds to written, verbal, and non-verbal communications.</li> <li>Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.</li> <li>Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.</li> <li>Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.</li> <li>Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.</li> <li>Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely, deftly handles questions and challenges.</li> <li>Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.</li> </ul>

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Within the standards guide there are four performance indicators for both a Successful and Outstanding rating.

Screen 40:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [➤] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

Professional Work Category – Full Performance Band 3	
Performance Standards for Full Performance Band 3 Employees in Professional Work Category	
Successful	Outstanding
<ul style="list-style-type: none"> <li>Interprets and appropriately responds to written, verbal, and non-verbal communications.</li> <li>Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.</li> <li>Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.</li> <li>Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.</li> <li>Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.</li> <li>Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely, deftly handles questions and challenges.</li> <li>Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.</li> </ul>

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Considering the five-point rating scale definitions, you would read through the Successful performance indicators, reading down the column rather than across the rows.

Screen 41:



**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [➤] to open the menu

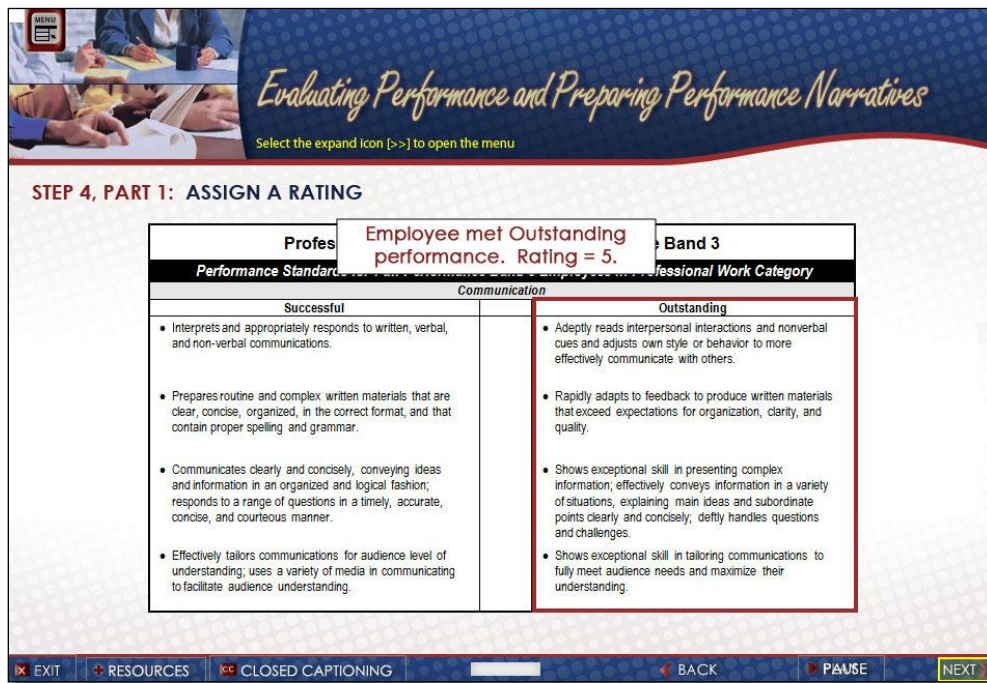
**STEP 4, PART 1: ASSIGN A RATING**

Professional Work Category – Full Performance Band 3	
Performance Standards for Full Performance Band 3 Employees in Professional Work Category	
Successful	Outstanding
<ul style="list-style-type: none"> <li>Interprets and appropriately responds to written, verbal, and non-verbal communications.</li> <li>Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.</li> <li>Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.</li> <li>Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.</li> <li>Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.</li> <li>Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely, deftly handles questions and challenges.</li> <li>Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.</li> </ul>

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** If your employee exceeded the performance described at the Successful level, you would then read through the Outstanding performance indicators.

## Screen 42:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

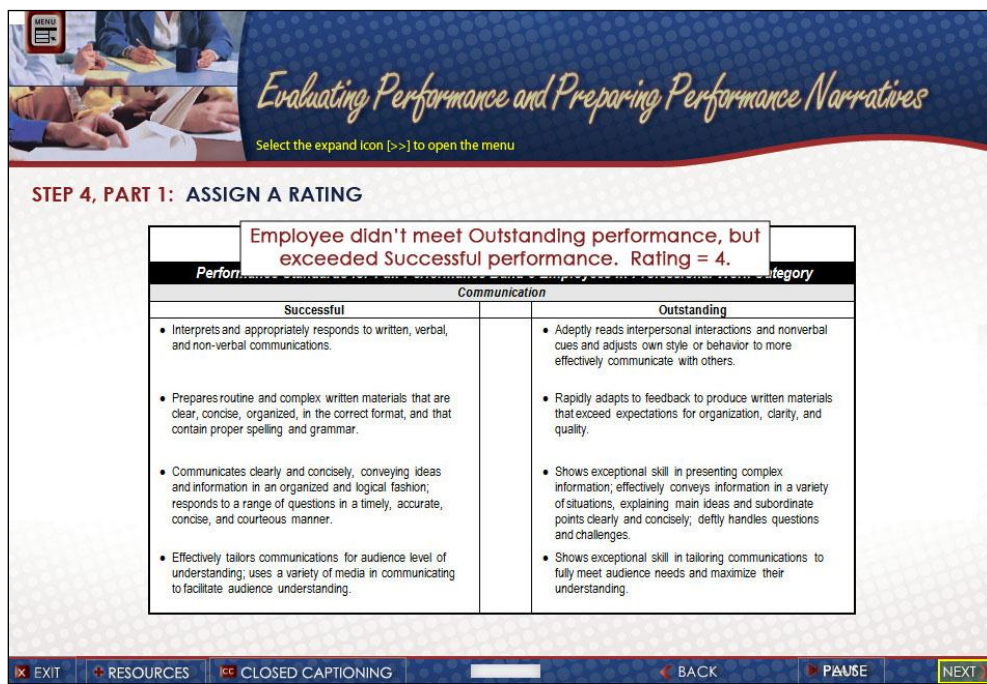
Profes Employee met Outstanding performance. Rating = 5. Band 3

Performance Standards	Communication	Professional Work Category
<b>Successful</b> <ul style="list-style-type: none"> <li>Interprets and appropriately responds to written, verbal, and non-verbal communications.</li> <li>Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.</li> <li>Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.</li> <li>Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.</li> </ul>	<b>Outstanding</b> <ul style="list-style-type: none"> <li>Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.</li> <li>Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.</li> <li>Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely, deftly handles questions and challenges.</li> <li>Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.</li> </ul>	

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** If your employee met the performance indicators for the Outstanding rating then you have your rating and would assign your employee a 5 for the Communication element.

## Screen 43:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

Employee didn't meet Outstanding performance, but exceeded Successful performance. Rating = 4.

Performance Standards	Communication	Professional Work Category
<b>Successful</b> <ul style="list-style-type: none"> <li>Interprets and appropriately responds to written, verbal, and non-verbal communications.</li> <li>Prepares routine and complex written materials that are clear, concise, organized, in the correct format, and that contain proper spelling and grammar.</li> <li>Communicates clearly and concisely, conveying ideas and information in an organized and logical fashion; responds to a range of questions in a timely, accurate, concise, and courteous manner.</li> <li>Effectively tailors communications for audience level of understanding; uses a variety of media in communicating to facilitate audience understanding.</li> </ul>	<b>Outstanding</b> <ul style="list-style-type: none"> <li>Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.</li> <li>Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.</li> <li>Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely, deftly handles questions and challenges.</li> <li>Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.</li> </ul>	

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** If the employee didn't meet the performance indicators for the Outstanding rating, but exceeded the Successful rating, then the rating you would assign is a 4.

**Screen 44:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

**How To Assign A Rating For An *Element***

- Step 1: Review *Performance Objectives and Element Rating Descriptors* job aid.
- Step 2: Review the *IC Performance Standards* guide and find the element you are going to rate according to your employee's work category and level.
- Step 3: Review the *Successful & Outstanding* performance indicators and determine the appropriate rating.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** To rate the other five elements, you would follow the same process we just walked through for the Communication element.

**Screen 45:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING**

**How To Assign A Rating For A *Performance Objective***

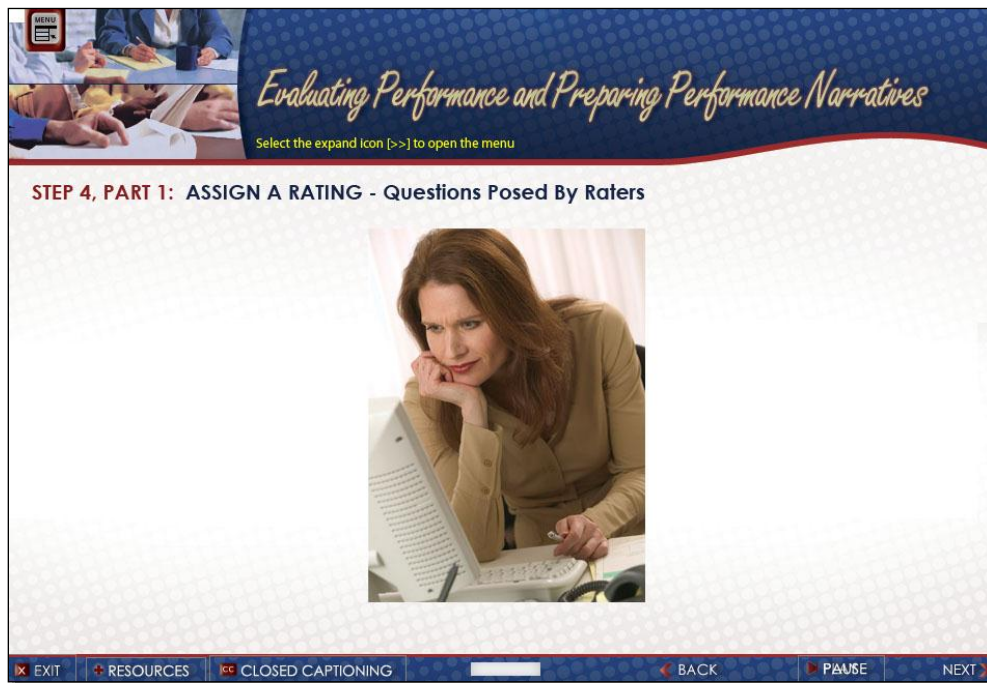
- Step 1: Review the *Performance Objectives and Element Rating Descriptors* job aid.
- Step 2: Review the performance criteria on the *Ratings and General Standards* job aid and determine the appropriate rating.

Ratings and General Standards

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** If you are rating a performance objective, you would follow the same decision process we just talked about, but instead of using the *IC Standards* guide, you would use the *Ratings and General Standards* job aid. Select the button to download a copy of the job aid.

**Screen 46:**



*Evaluating Performance and Preparing Performance Narratives*

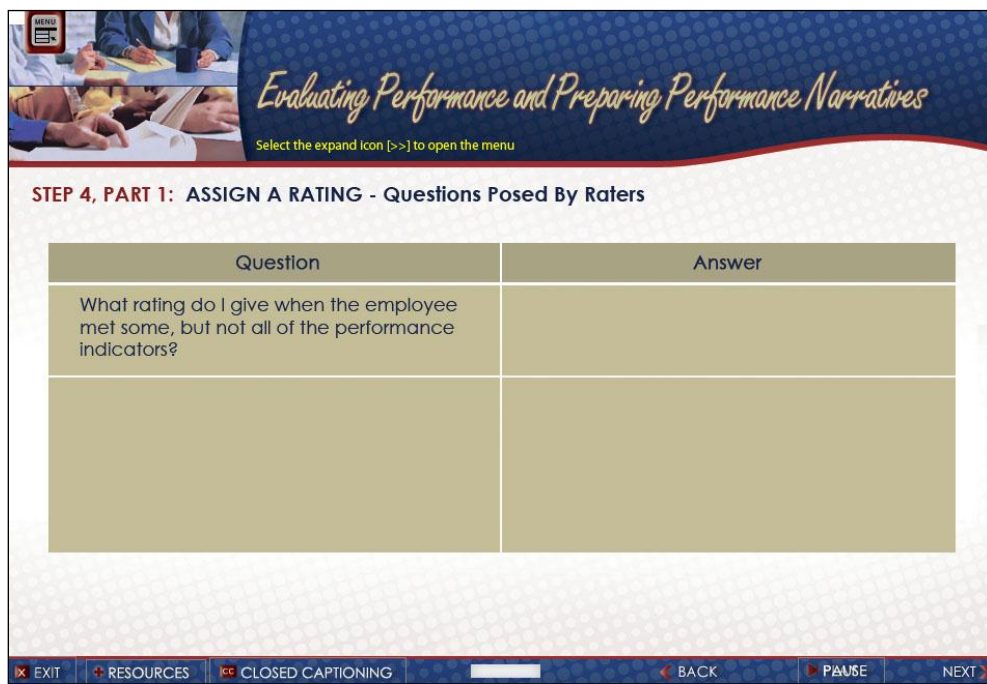
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Questions Posed By Raters**

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** While the basic process is straightforward, there are a couple of questions that may come up and cause challenges for raters. Let's look at these questions.

**Screen 47:**



*Evaluating Performance and Preparing Performance Narratives*

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Questions Posed By Raters**

Question	Answer
What rating do I give when the employee met some, but not all of the performance indicators?	

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The first question is, "What rating do I give when the employee met some, but not all of the performance indicators?"

Screen 48:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Questions Posed By Raters**

Question	Answer
What rating do I give when the employee met some, but not all of the performance indicators?	Refer to the <i>Ratings and General Standards</i> job aid.

Ratings and General Standards

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** In this case, refer to the *Ratings and General Standards* job aid. You can download a copy of this job aid by selecting the button on the bottom left.

Screen 49:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Questions Posed By Raters**



Question	Answer
What rating do I give when the employee met some, but not all of the performance indicators?	Refer to the <i>Ratings and General Standards</i> job aid.
What rating do I give when the employee has not met the performance indicators for a Successful rating?	

Ratings and General Standards

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The second question is, “What rating do I give when the employee has not met the performance indicators for a Successful rating?”

## Screen 50:

### Evaluating Performance and Preparing Performance Narratives

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Questions Posed By Raters**

Question	Answer
What rating do I give when the employee met some, but not all of the performance indicators?	Refer to the <i>Ratings and General Standards</i> job aid.
What rating do I give when the employee has not met the performance indicators for a Successful rating?	Refer back to the <i>Performance Objectives and Element Rating Descriptors</i> job aid and review the definition for both the Marginal/Minimally Successful and Unacceptable ratings. From these ratings determine which one is more appropriate for the given situation.

Ratings and General Standards

Performance Objectives and Element Rating Descriptors

EXIT RESOURCES CC CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** For this question, refer back to the *Performance Objectives and Element Rating Descriptors* job aid and review the definition for both the Marginal/Minimally Successful and Unacceptable ratings. From these ratings, determine which one is more appropriate for the given situation. You can download a copy of the performance objectives and element rating descriptors by selecting the button on the bottom right.

## Screen 51:




### Evaluating Performance and Preparing Performance Narratives

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Ratings Below The Successful Level**



Don't wait until the end of the performance evaluation period to let an employee know his/her performance is below the Successful level.

EXIT RESOURCES CC CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Let's talk about ratings that fall below the Successful level for a moment. One of the most common mistakes raters make is to wait until the end of the rating cycle to let an employee know his/her performance is below the Successful level.

Screen 52:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Ratings Below The Successful Level**

What specifically did I do that wasn't Successful?

Well, um... back in March... you, um...

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Additionally, what generally happens in these cases is there is little to no documentation indicating why the employee's performance was not considered Successful. This is problematic because not only does it violate IC policy, but it's a disservice to the employee.

Screen 53:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Ratings Below The Successful Level**

Wow. I didn't realize how much I'd let my performance slip. What do I need to do to bring it back up before the end of the cycle?

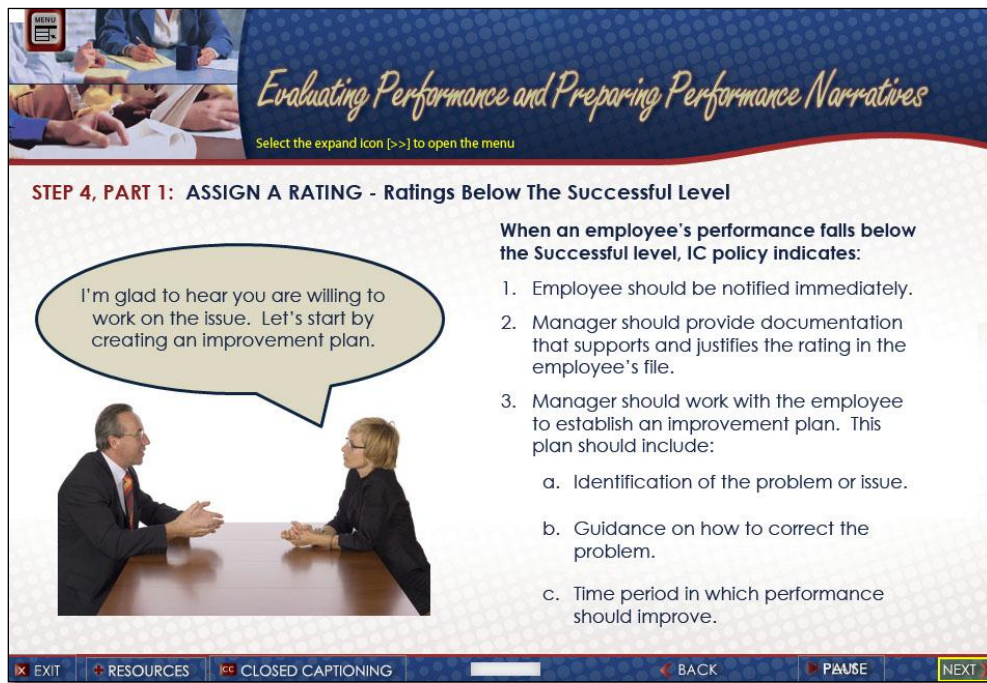
**When an employee's performance falls below the Successful level, IC policy indicates:**

1. Employee should be notified immediately.
2. Manager should provide documentation that supports and justifies the rating in the employee's file.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** IC policy indicates that an employee should be notified immediately when his/her performance falls below the Successful level. In addition to notifying the employee, the manager should provide documentation in the employee's file that supports and justifies the lower rating.

**Screen 54:**



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Ratings Below The Successful Level**

When an employee's performance falls below the Successful level, IC policy indicates:

1. Employee should be notified immediately.
2. Manager should provide documentation that supports and justifies the rating in the employee's file.
3. Manager should work with the employee to establish an improvement plan. This plan should include:
  - a. Identification of the problem or issue.
  - b. Guidance on how to correct the problem.
  - c. Time period in which performance should improve.

**Narrator:** When the employee is notified, his/her manager should identify the behavior that is unacceptable and then outline a plan to help the employee change the behavior. Included in this plan should be specific instruction or ideas on how to correct the problem, resources available to help the employee, and the time period in which performance should improve. The details of the improvement plan should also be documented in the employee's file.

**Screen 55:**



**Evaluating Performance and Preparing Performance Narratives**

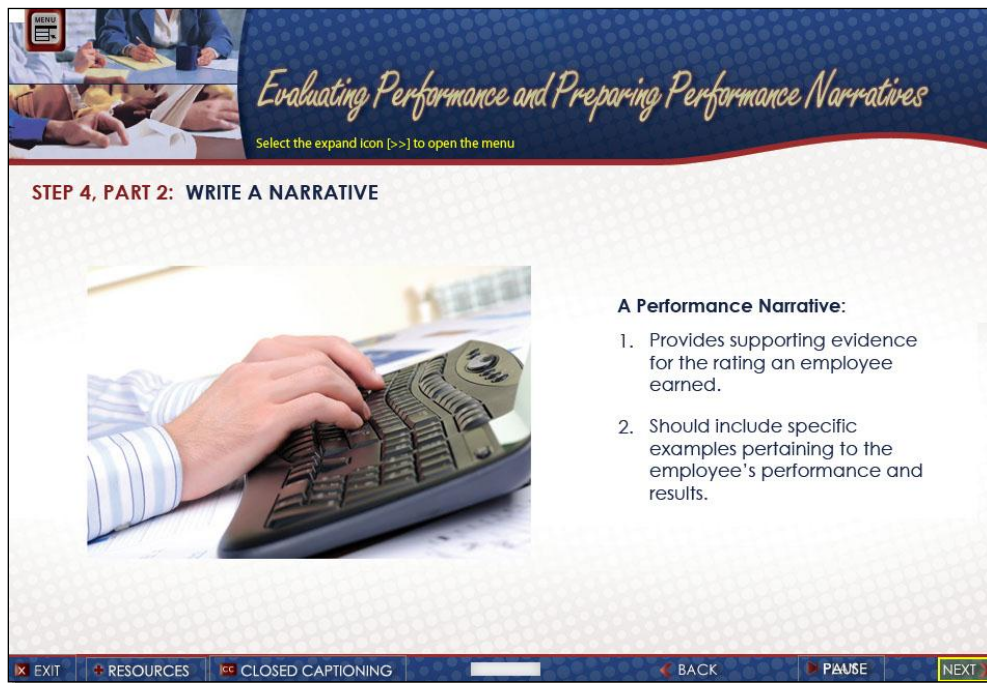
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 1: ASSIGN A RATING - Ratings Below The Successful Level**

The best way to handle the situation is to...

**Narrator:** In the event you have an employee whose performance is below the Successful level and the employee *was not* notified earlier in the rating cycle, contact both your reviewer and HR Department to determine the best course of action for your Agency.

**Screen 56:**



The slide features a blue header with the title "Evaluating Performance and Preparing Performance Narratives" in a gold script font. Below the title is a small instruction: "Select the expand icon [ >> ] to open the menu". The main content area is white with a subtle grid pattern. On the left, there is a photograph of a person's hands typing on a black keyboard. To the right of the photo, the text "A Performance Narrative:" is followed by a numbered list. At the bottom of the slide, there is a navigation bar with buttons for "EXIT", "RESOURCES", "CLOSED CAPTIONING", "BACK", "PAUSE", and "NEXT".

**STEP 4, PART 2: WRITE A NARRATIVE**

**A Performance Narrative:**

1. Provides supporting evidence for the rating an employee earned.
2. Should include specific examples pertaining to the employee's performance and results.

**Narrator:** Part 2 of Step 4 is to write a corresponding narrative for your ratings. A performance narrative is a document that provides supporting evidence for the rating an employee earned. The narrative should include specific examples pertaining to the employee's performance and results.

**Screen 57:**



The slide features a blue header with the title "Evaluating Performance and Preparing Performance Narratives" in a gold script font. Below the title is a small instruction: "Select the expand icon [ >> ] to open the menu". The main content area is white with a subtle grid pattern. On the left, there is a photograph of four business professionals (three men and one woman) sitting around a conference table, engaged in a discussion. To the right of the photo, the text "Why Narratives Are Important:" is followed by a numbered list. At the bottom of the slide, there is a navigation bar with buttons for "EXIT", "RESOURCES", "CLOSED CAPTIONING", "BACK", "PAUSE", and "NEXT".

**STEP 4, PART 2: WRITE A NARRATIVE**

**Why Narratives Are Important:**

1. Provides clarity and justification should your rating be challenged in a rating dispute.

**Narrator:** A narrative is important for two reasons. First, a well-written narrative should leave no doubt in an external audience's mind as to your reasons for assigning the ratings you did. As such, a narrative is a powerful tool for providing clarity and justification should your ratings be challenged in a rating dispute.

**Screen 58:**



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE**

**Why Narratives Are Important:**

1. Provides clarity and justification should your rating be challenged in a rating dispute.
2. Provides substance for meaningful performance feedback discussions with your employee.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Second, you can use the examples in your narrative to create meaningful performance feedback discussions with your employee. These feedback discussions can be either formal or informal.

**Screen 59:**



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE**

Share specifics rather than generalities when you talk to your employees about their performance.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Studies show that when you provide your employee with specifics pertaining to his/her performance you are more likely to see a continuation and improvement of positive behavior than when you provide generalities.

## Screen 60:

**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Three Components**

**Narrative Components**

1. Focus on concrete job behaviors and performance results, not impressions.
2. Provide specific, relevant details to justify and support the ratings given.
3. Include sufficient details such that a third party would understand the reason for the ratings.



EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** There are three components to writing a clear, concise, and unbiased narrative. One, focus on concrete job behaviors and performance results, not impressions. Two, provide specific, relevant details to justify and support the ratings given. And, three, include sufficient details such that a third party would understand the reason for the ratings. Let's look at each of these steps in more detail.

## Screen 61:

**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - First Component**

**Narrative Components**

1. Focus on concrete job behaviors and performance results, not impressions.
2. Provide specific, relevant details to justify and support the ratings given.
3. Include sufficient details such that a third party would understand the reason for the ratings.

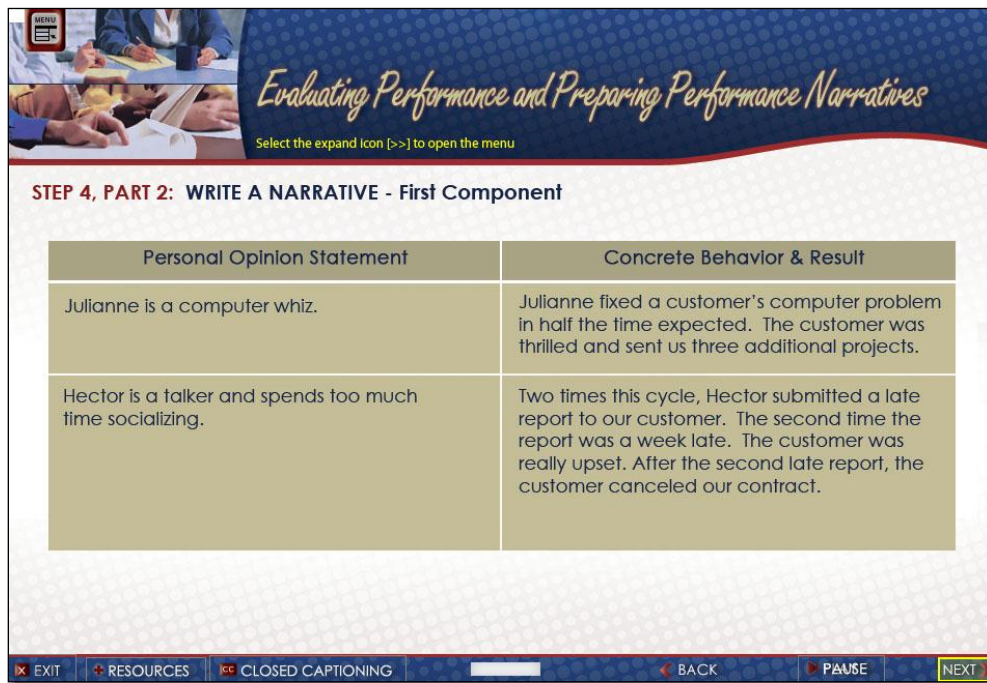


Stick to the Facts!

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** First, focus on concrete job behaviors and performance results, not impressions. It is both inappropriate and ineffective to include your own personal opinions and/or information such as the employee's gender, age, medical or family problems, etc. Rather, stick to the specific behaviors and results that are easily documented.

**Screen 62:**



*Evaluating Performance and Preparing Performance Narratives*  
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - First Component**

Personal Opinion Statement	Concrete Behavior & Result
Julianne is a computer whiz.	Julianne fixed a customer's computer problem in half the time expected. The customer was thrilled and sent us three additional projects.
Hector is a talker and spends too much time socializing.	Two times this cycle, Hector submitted a late report to our customer. The second time the report was a week late. The customer was really upset. After the second late report, the customer canceled our contract.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Take a look at a couple of examples as to how personal opinion statements were re-worded to provide appropriate concrete behaviors and results.

**Screen 63:**



*Evaluating Performance and Preparing Performance Narratives*  
Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Second Component**

**Narrative Components**

1. Focus on concrete job behaviors and performance results, not impressions.
2. Provide specific, relevant details to justify and support the ratings given.
3. Include sufficient details such that a third party would understand the reason for the ratings.

Words in the Narrative

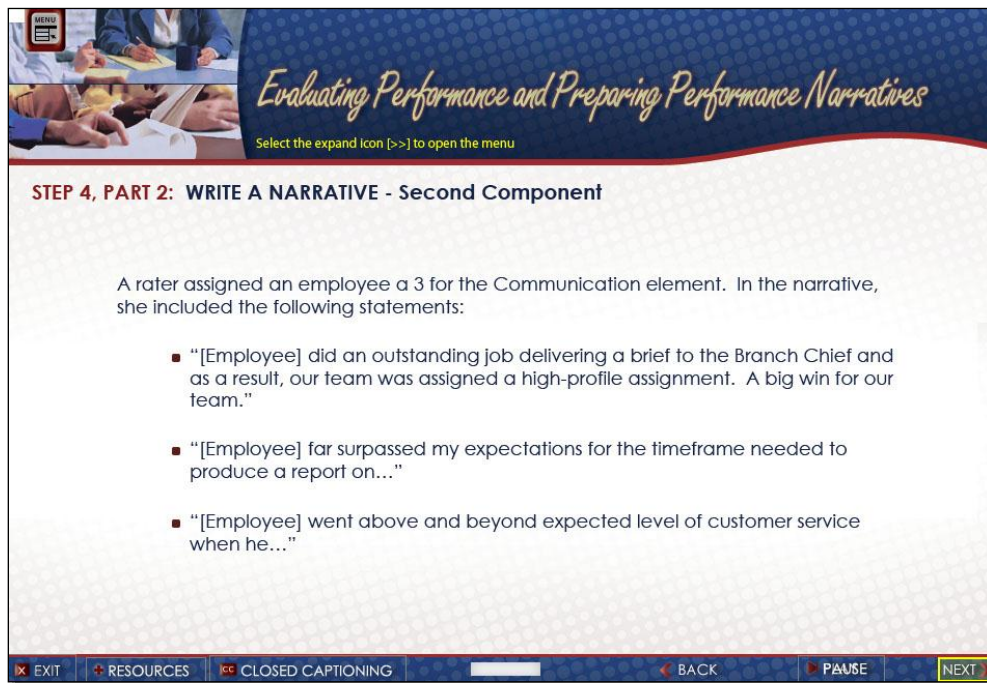
$\neq$

Ratings Assigned

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The second component is to provide specific, relevant details to justify and support the ratings given. A common problem with narratives is that the examples provided, or the wording used in the narrative, does not match the ratings assigned.

#### Screen 64:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Second Component**

A rater assigned an employee a 3 for the Communication element. In the narrative, she included the following statements:

- "[Employee] did an outstanding job delivering a brief to the Branch Chief and as a result, our team was assigned a high-profile assignment. A big win for our team."
- "[Employee] far surpassed my expectations for the timeframe needed to produce a report on..."
- "[Employee] went above and beyond expected level of customer service when he..."

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Consider this example. A rater assigned an employee a 3 for the Communication element. Then in the narrative, she included the following statements:

"[Employee] did an outstanding job delivering a brief to the Branch Chief and as a result, our team was assigned a high-profile assignment. A big win for our team."

"[Employee] far surpassed my expectations for the timeframe needed to produce a report on..."

"[Employee] went above and beyond expected level of customer service when he..."

#### Screen 65:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Second Component**

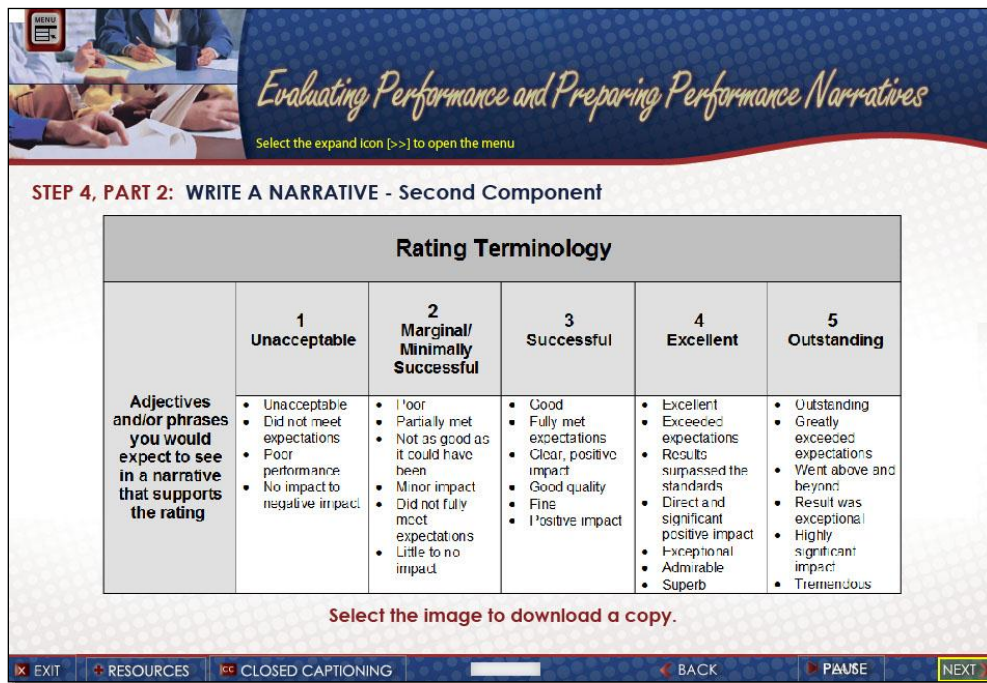
A rater assigned an employee a 3 for the Communication element. In the narrative, she included the following statements:

- "[Employee] did an *outstanding job* delivering a brief to the Branch Chief and as a result, our team was assigned a high-profile assignment. A big win for our team."
- "[Employee] *far surpassed my expectations* for the timeframe needed to produce a report on..."
- "[Employee] *went above and beyond expected level* of customer service when he..."

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Do you see the problem? The rater used words and phrases one would expect to see accompany a rating of a 5, not a 3. If the appropriate rating truly is a 3, then the wording in the narrative should be consistent with adjectives and phrases used in the Successful rating definition.

Screen 66:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Second Component**

	1 Unacceptable	2 Marginal/ Minimally Successful	3 Successful	4 Excellent	5 Outstanding
<b>Adjectives and/or phrases you would expect to see in a narrative that supports the rating</b>	<ul style="list-style-type: none"> <li>Unacceptable</li> <li>Did not meet expectations</li> <li>Poor performance</li> <li>No impact to negative impact</li> </ul>	<ul style="list-style-type: none"> <li>Poor</li> <li>Partially met</li> <li>Not as good as it could have been</li> <li>Minor impact</li> <li>Did not fully meet expectations</li> <li>Little to no impact</li> </ul>	<ul style="list-style-type: none"> <li>Good</li> <li>Fully met expectations</li> <li>Clear, positive impact</li> <li>Good quality</li> <li>Fine</li> <li>Positive impact</li> </ul>	<ul style="list-style-type: none"> <li>Excellent</li> <li>Exceeded expectations</li> <li>Results surpassed the standards</li> <li>Direct and significant positive impact</li> <li>Exceptional</li> <li>Admirable</li> <li>Superb</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding</li> <li>Greatly exceeded expectations</li> <li>Went above and beyond</li> <li>Result was exceptional</li> <li>Highly significant impact</li> <li>Tremendous</li> </ul>

Select the image to download a copy.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The *Rating Terminology* job aid is a tool you can use to help ensure the adjectives and phrases you used in your narrative match the rating you assigned. Select the image to download a copy of the job aid.

Screen 67:



**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Third Component**

**Narrative Components**

1. Focus on concrete job behaviors and performance results, not impressions.
2. Provide specific, relevant details to justify and support the ratings given.
3. Include sufficient details such that a third party would understand the reason for the ratings.

**Narrator:** The third and final component is to include sufficient details such that a third party would understand the reason for the ratings.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** The third and final component is to include sufficient details such that a third party would understand the reason for the ratings.

**Screen 68:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Third Component**

Include examples that reflect behavior throughout the performance evaluation period and from a variety of different situations, where applicable.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Based on the examples provided in your narrative, an external audience should be clear as to why you selected the rating you did. The common problem with this step is that raters don't provide enough examples to justify the ratings. As such, when you write your narrative, include examples that reflect behavior throughout the performance evaluation period and from a variety of different situations, where applicable.

**Screen 69:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**STEP 4, PART 2: WRITE A NARRATIVE - Does The Narrative Support The Rating?**

Select each employee's picture to see his/her employee information, the rating he/she was assigned, and the corresponding narrative.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Now that you are familiar with the three components of a clear, concise, and unbiased narrative, let's look at a few examples and have you determine if the narrative supports the rating. Select each employee's picture to see his/her employee information, the rating he/she was assigned, and the corresponding narrative.

## Screen 70:

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**DOES THE NARRATIVE SUPPORT THE RATING?** [Return to Employee Photos](#)

Employee Information  
Element Standards  
Rater's Rating & Narrative

Does the narrative support the rating? Select your answer.

☒ YES ☒ NO

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Select each button to review Marissa’s employee information, the element standards for which she is being rated, and the rating her rater assigned along with the corresponding narrative. Next, determine if the narrative supports the rating by selecting your answer.

### Employee Information:

Marissa is a Security Specialist at the Full Performance work level.

### Outstanding Standards for Communication Element:

- Adeptly reads interpersonal interactions and nonverbal cues and adjusts own style or behavior to more effectively communicate with others.
- Rapidly adapts to feedback to produce written materials that exceed expectations for organization, clarity, and quality.
- Shows exceptional skill in presenting complex information; effectively conveys information in a variety of situations, explaining main ideas and subordinate points clearly and concisely; deftly handles questions and challenges.
- Shows exceptional skill in tailoring communications to fully meet audience needs and maximize their understanding.

### Rater’s Rating: 5

### Rater’s Narrative:

Six weeks ago we had a security information violation and an emergency high-level meeting was called to address the problem. It was determined that a security information brief needed to be developed and delivered within three days of the meeting to our stakeholders. However, I was out of town on a separate business trip and was unable to facilitate the project. I asked Marissa to take the lead on the project in my absence. She had not done a high-level, fast turnaround project like this before, but I felt she was capable of the assignment. Marissa readily accepted the project and did an excellent job coordinating the details and information needed for the brief. She also presented the brief to our stakeholders. A number of the stakeholders told me how much they appreciated my team’s quick turn

around and the quality of Marissa's brief.

**Correct Answer: "No"**


The narrative doesn't support the rating. The narrative only includes one example of Marissa's communication skills. The narrative should include a variety of examples that come from various times throughout the rating period. The narrative should not only focus on recent behaviors.

**Screen 71:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [>>] to open the menu

**DOES THE NARRATIVE SUPPORT THE RATING?** [Return to Employee Photos](#)



Employee Information

Performance Objective

Rater's Rating & Narrative

Does the narrative support the rating? Select your answer.

☒ YES ☒ NO

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Select each button to review Kordell's employee information, the performance objective for which he is being rated, and the rating his rater assigned along with the corresponding narrative. Next, determine if the narrative supports the rating by selecting your answer.

**Employee Information:**

Kordell is an Analyst at the Entry/Development work level.

**Kordell's Performance Objective:**

Support command policy by developing an individual training plan by the end of first quarter that details how to develop Science and Technology (S&T) analytic capabilities. The plan should include a list of the specific capabilities that will be targeted in training efforts, outline the benefits to the S&T department, describe how training will be applied to daily work, and indicate outcome measures to assess learning. The plan will be reviewed/updated on a quarterly basis, and the final plan with documented achievements will be turned in to the supervisor at the end of the rating period. This objective supports production and training goals.

**Rater's Rating: 1**

**Rater's Narrative:**

Kordell did not meet this performance objective. He seemed like he'd be such a good worker when we hired him, but he's the poorest performer I have. He doesn't seem to have any ambition or drive to succeed.

**Correct Answer: “No”**

The narrative does not support the rating. The Rater gave a personal judgment about Kordell and didn't provide details to support the rating. All three components are missing:

1. Focus on concrete job behaviors, not impressions.
2. Provide specific, relevant details to justify and support the rating given.
3. Include sufficient details such that a third party would understand the reason for the rating.

**Screen 72:**

**Evaluating Performance and Preparing Performance Narratives**  
Select the expand icon [ >> ] to open the menu

**DOES THE NARRATIVE SUPPORT THE RATING?** [Return to Employee Photos](#)

Employee Information  
Element Standards  
Rater's Rating & Narrative

Does the narrative support the rating? Select your answer.  
☒ YES ☒ NO

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Select each button to review Toshio's employee information, the element standards for which he is being rated, and the rating his rater assigned along with the corresponding narrative. Next, determine if the narrative supports the rating by selecting your answer.

**Employee Information:**

Toshio is a Program Management Analyst at the Full Performance work level.

**Successful Standards for Accountability and Results:**

- Takes responsibility for own actions, whether or not they are successful.
- Plans, organizes, and prioritizes own work activities to complete assignments in a timely and effective manner and makes adjustments to respond to changing situations, demands, or obstacles.
- Identifies and advocates for resources necessary to support and contribute to mission requirements; uses time and resources in an efficient and effective manner.
- Takes action to achieve meaningful results in support of organizational goals and objectives; ensures work adheres to applicable authorities, standards, policies, procedures, and guidelines.

**Rater's Rating: 2**

**Rater's Narrative:** Toshio partially met expectations for the Accountability and Results element for the following reasons:

Multiple times throughout the rating period Toshio's weekly reports were one or two days late. Additionally, many of Toshio's reports did not follow the department format nor reflect department

standards. These reports had to be returned to Toshio for correction and thus delayed when we were able to send them to the customer. Early in the rating cycle I addressed this pattern of behavior, helped him set up a work schedule, and assigned Toshio a mentor. These efforts helped, but did not completely solve the problems. Toshio continued to submit at least one late report each month and he was inconsistent in following the department format and standards.

**Correct Answer: “Yes”**


The narrative supports the rating. The Rater focused on concrete job behaviors, provided specific details that tie directly to the element the rater is evaluating Toshio on, and has provided enough detail a third party would be able to understand the reason for the rating.

**Screen 73:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [>>] to open the menu

**DOES THE NARRATIVE SUPPORT THE RATING?** [Return to Employee Photos](#)



Employee Information

Performance Objective

Rater's Rating & Narrative

Does the narrative support the rating? Select your answer.

☒ YES ☒ NO

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Select each button to review Danielle’s employee information, the performance objective for which she is being rated, and the rating her rater assigned along with the corresponding narrative. Next, determine if the narrative supports the rating by selecting your answer.

**Employee Information:**

Danielle is an Intelligence Specialist at the Senior work level.

**Danielle’s Performance Objective:**

Throughout the rating period, serve as the Iraq tactical overwatch team lead. Oversee tasks, analysis, exploitation, and dissemination of all [Agency] production within the [Department] in support of deployed forces. Consistently review [Agency] products to ensure they are in accordance with [Agency] operation procedures and division's mission. Based on metrics recorded in department tracking database, ensure 80% of requests for information are satisfied within customer's standards and suspense dates throughout the rating period. This objective supports the [Agency’s] mission to provide accurate, timely information products.

**Rater’s Rating:** 4

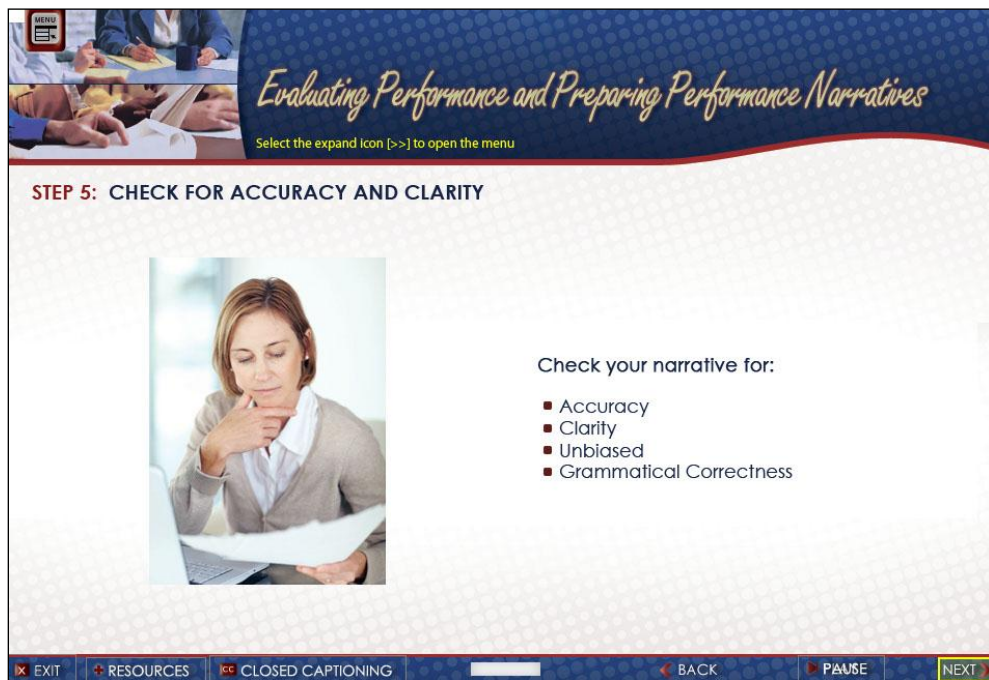
**Rater’s Narrative:**

Given that Danielle is fairly new to our team she has done an impressive job this year as the overwatch team lead and has exceeded expectations. Each quarter, Danielle conducted a formal review of [Agency] products to ensure they were in accordance with operation procedures and the division's mission. Danielle found discrepancies with three of our products and took the initiative to ensure the discrepancies were corrected in a timely fashion. Additionally, throughout each quarter as various issues came up that pertained to [Agency] products, Danielle ensured the issues were resolved quickly and efficiently. Finally, 85% of customer requests for information were satisfied within the customer's standards and suspense dates. A number of our customers commented on how much they enjoyed the increase in customer service and responsiveness rate.

**Correct Answer:** "Yes"

The narrative does support the rating. The Rater focused on concrete job behaviors, provided specific details that tie directly to Danielle's performance objective, and has provided enough detail a third party would be able to understand the reason for the rating.

**Screen 75:**



**Narrator:** The last step in our 5-step process for assigning a rating and writing a narrative is to review your narrative checking for accuracy, clarity, and to ensure it is unbiased. This is also a good time to check for grammatical correctness.

**Screen 76:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**CONCLUSION**

**Common Rating Errors**

- Central Tendency
- Contrast
- First Impression
- Halo
- Leniency
- Recency
- Overemphasizing Positive or Negative Performance
- Similar to me
- Stereotyping

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** As we conclude the course, let's take a moment to review what you've learned. First, we talked about the common rating errors and how you can avoid them.

**Screen 77:**

**Evaluating Performance and Preparing Performance Narratives**

Select the expand icon [ >> ] to open the menu

**CONCLUSION**

**5-Step Process: Assign a Rating and Write a Narrative**

- Step 1 - Set the Stage for Consistency and Fairness
- Step 2 - Review Employee's Self -Reports of Accomplishments
- Step 3 - Review your Notes
- Step 4 - Assign a Rating and Write a Narrative
- Step 5 - Check for Accuracy and Clarity

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Second, we went through each step of the 5-Step Process for Assigning a Rating and Writing a Narrative. Along the way we provided a number of job aids you can use to assist you when you assign your ratings and write your narratives. You can access the job aids by selecting the "Resources" button.

Screen 78:



Screen 78 is titled "Evaluating Performance and Preparing Performance Narratives". It features a blue header with a pattern of small white dots. Below the header, the word "CONCLUSION" is written in red. The main content area is white and contains four small images of business professionals: a woman writing, a man on a phone, a man holding a folder, and a woman at a laptop. Below the images, the text "Thank you for completing the course!" is displayed. At the bottom, there is a navigation bar with buttons for EXIT, RESOURCES, CLOSED CAPTIONING, BACK, PAUSE, and NEXT.

**CONCLUSION**

Thank you for completing the course!

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** We hope the information and tools we've provided has helped to increase your confidence and understanding of assigning a rating and writing a narrative. Thank you for completing the course.

**Resources:**



Screen 79 is titled "Evaluating Performance and Preparing Performance Narratives". It features a blue header with a pattern of small white dots. Below the header, the word "RESOURCES" is written in red. The main content area is white and contains a section titled "Job Aids" with two columns of bullet points. Below the job aids, there are three buttons: "Print Course Slides", "Performance Management Training", and "Takeaways". At the bottom, there is a navigation bar with buttons for EXIT, RESOURCES, CLOSED CAPTIONING, BACK, PAUSE, and NEXT.

**RESOURCES**

**Job Aids**

- Performance Objectives and Element Rating Descriptors
- Common Rating Errors
- Ratings and General Standards
- Performance Rating and Narrative Checklist
- Rating Terminology
- Track Performance Events Excel File
- IC Performance Standards
- 5-Step Process: Assign a Rating and Write a Narrative

Print Course Slides Performance Management Training

Takeaways

Select the job aid titles or the buttons to download the corresponding resource.

EXIT RESOURCES CLOSED CAPTIONING BACK PAUSE NEXT

**Narrator:** Select each job aid title to download a copy. If you'd like a paper-based version of the course for reference, select the "Print Course Slides" button. Finally, for additional information on performance management, such as how to hold effective coaching and feedback sessions with your employees, select the "Performance Management Training" button to download a list of training materials and how you can access them.